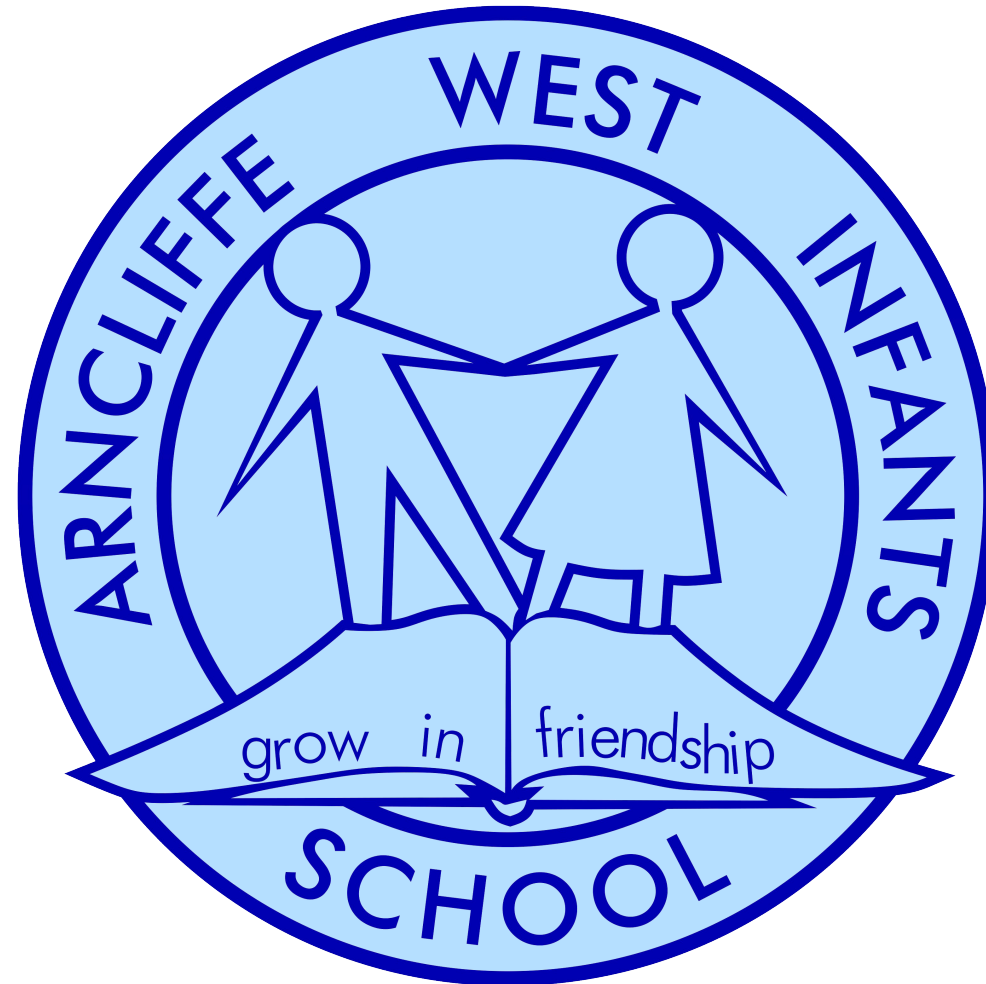


Strategic Improvement Plan 2024-2027

Arncliffe West Infants School 5103



School vision and context

School vision statement

Arncliffe West Infants School gives children the best start to their education.

We provide strong foundations in academic, social and emotional skills leading to a love of learning while developing resilience and confidence within the school community. Diversity is a strength, and we actively promote and celebrate cultural diversity through positive partnerships.

Together, we create an inclusive and supportive environment where the joy of learning is shared by all.

School context

In the spirit of reconciliation, Arncliffe West Infants School acknowledges the Bidjigal People as the traditional custodians of the land on which the school is situated on. We recognise their connections to country, waterways and community and the opportunity we have been given to learn on this land. We pay our respects to Elders past, present and emerging and thank them for sharing their land and culture with us.

Arncliffe West Infants School, established in 1912, is located in the suburb of Turrella in Sydney's south. The urban renewal process has changed the suburb profile with a marked increase in high-rise residential developments.

This changing landscape has created a diverse student population with a multicultural mix. 92% of our students have a language background other than English with the predominant cultural groups being 60% Mongolian, 17% Arabic, 3% Indonesian and 3% Mandarin. We currently have 2 students who identify as Aboriginal.

As one of the few infants schools with a public preschool, we offer foundational learning for children from Preschool to Year 2. The school offers onsite swimming education and has extensive green space with outdoor opportunities for play and sporting activities. The school's motto 'Grow in Friendship' encapsulates the ethos of the school where mutual respect and compassion for others is valued.

Arncliffe West Infants School collaborates closely with the National Music Teacher Mentoring Program ensuring that music is an integral part of all teacher programming. The impact of our music program on student confidence and language acquisition plays a vital role in the success of our students.

Strategic Direction 1: Student growth and attainment

Purpose

Ensure students have strong skills and knowledge in literacy and numeracy, while also promoting their wellbeing and improving attendance, through differentiated teaching and learning based on a strong assessment data.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Student results from the Interview for Student Reasoning - Number and Place Value will reflect an upward trend.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Student results from the Year 1 Phonics Screening Check will reflect an upward trend towards expected levels of phonics knowledge.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an uplift of 1.1% in the attendance rate, from 93.16% in 2023 to 95% in 2027

Initiatives

Learning Culture

Embed a learning culture that is driven by high expectations and differentiated programming using rigorous assessment data.

- Collaborate in the planning of teaching and learning programs
- Analyse internal and external assessment data to determine appropriate actions to improve student learning outcomes
- Measure student growth data to inform programming and teaching through explicit teaching
- Engage in high impact professional learning on evidence-informed practices
- Building on the skills from Preschool to Kindergarten using the Early Years Learning Framework

Wellbeing and Engagement

A strategic and planned approach allows for effective whole school wellbeing processes to support the wellbeing of all students so they can connect, succeed, thrive and learn..

- Measure school events and community participation in events celebrating and valuing cultural diversity within the school
- Teaching programs show evidence of student voice and agency to inform programming and personalise learning
- Individualise learning and wellbeing needs in consultation with parents/carers
- Implementation of strategies to improve attendance

Success criteria for this strategic direction

- Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection to address individual student needs and learning goals.
- All students are challenged, and all adjustments lead to improved engagement for learning.
- Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
- There is a high expectation culture of high attendance rates for all students. The school community work together to ensure absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data: We will use a combination of data sources. These will include:

- Internal and external assessment data (formative & summative)
- Observations of teacher practice
- Tell Them From Me surveys

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

- Future actions towards achieving the improvement measures
- Professional learning opportunities
- Annual reporting on school progress measures through the Annual Report

Strategic Direction 2: High expectation and continuous improvement

Purpose

Embedded consultation processes, which demonstrate a strong commitment to authentic collaboration and reflect student, staff, and community voices, promote a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, success, and wellbeing.

Initiatives

Partners in Learning

Engaging authentically with parents/carers and the wider school community to improve and strengthen student outcomes.

- Review school processes in how student learning is reported to parents
- Wider school community involvement in school events
- Strengthen transitions between preschool to Kindergarten and Year 2 into Year 3
- Enhance the orientation process for new students to the school

Evaluative practice

Embed a strong commitment to evaluative practice and the Strategic Improvement Plan to improve student outcomes.

- Develop the staffs understanding of the Strategic Improvement Plan and the Schools Excellence Framework
- Solicited feedback on school performance from students, staff, parents/carers and the broader school community
- Embedded school-wide practices that enable authentic annual reflection and evaluation of implementation and progress monitoring

Success criteria for this strategic direction

- There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.
- There is a culture of evaluative practice which supports the school to efficiently and effectively deliver their strategic priorities and demonstrate improvements in student learning outcomes.
- Embedded consultation processes demonstrate a strong commitment to authentic collaboration and reflect student, staff, and community voices.

Evaluation plan for this strategic direction

Question: What impact has developing the partnership between the school and the community had on student learning?

Data: We will use a combination of data sources. These will include:

- Tell Them From Me data and other surveys
- Collection of artefacts demonstrating success
- Scout data

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

- Future planning
- Professional learning opportunities
- Reporting on school progress measures through the Annual Report